

Children and Conflict Resolution: Classroom Assessment

Adapted from "Children and Conflict Assessment Guidelines" (copyright Peaceful Conflict Resolution Project Boise, Idaho 2002)

Environment/Classroom Systems/Practices	4 = Always; 3 = Mostly; 2 = Sometimes; 1 = Rarely; 0 = Never				
Teachers are ready for individual children as they enter the classroom and throughout the day, assisting them to make choices about where and how they will play. Teachers greet children and parents upon arrival. Materials are ready for children as they enter activities and move through the day.	4	3	2	1	0
There is a smooth transition between activities. Children are confident about how to proceed and are actively engaged during transitions.	4	3	2	1	0
Teachers set broad behavior boundaries. These are known to children and consistent. Children know how they are expected to treat each other and things. There is predictability in teachers' expectations of behavior.	4	3	2	1	0
Classroom is well supplied and well organized. There are appropriate and sufficient materials to support children's play. The classroom is arranged into areas supportive of children's involvement with peers and/or class materials, including well-defined interest areas.	4	3	2	1	0
Teachers sensitively listen to and guide children as they interact with each other and materials. The teacher's style of communication is positive. Teachers take time to listen to children and help them listen to each other. Response to children is consistent and constructive, acknowledging the child's feelings and activities throughout the day.	4	3	2	1	0
Teachers works to build a sense of community in the classroom. Teachers help children to connect with each other, as well as contribute to the group life. Children's names are used frequently. Teachers display children's work. Children and families see themselves represented in the room.	4	3	2	1	0
Classroom is reflective of diverse cultures. Curriculum includes multicultural and anti-bias activities.	4	3	2	1	0
Teachers provide many opportunities for children to make decisions. Trust, independence, and initiative in children are fostered.	4	3	2	1	0
Teachers respond to conflict calmly and by assessing the situation when dangerous behaviors are not prominent or escalating. Teachers consider the individual's development and the conflict resolution experience of the children involved, as well as the context, in their response to children's interactions.	4	3	2	1	0
Teachers stop hurtful behaviors immediately.	4	3	2	1	0
Teachers mediate between children in conflict. Teachers acknowledge the feelings of each child and do not pass judgement while assisting children in reaching resolution,	4	3	2	1	0
Teachers stay close and available to children. Teachers make adult-child interactions and observations a priority during class time.	4	3	2	1	0
Children are supported in becoming problem solvers. Interactions with children focus on teaching children skills specific to the problem solving process i.e. listening, exploring ideas, knowing that often there is more than one way to solve a problem.	4	3	2	1	0
Teachers help children rebuild relationships after conflict. Children have a central role in resolving problems. When children do hurt others or damage property, opportunities for restitution are available and encouraged.	4	3	2	1	0